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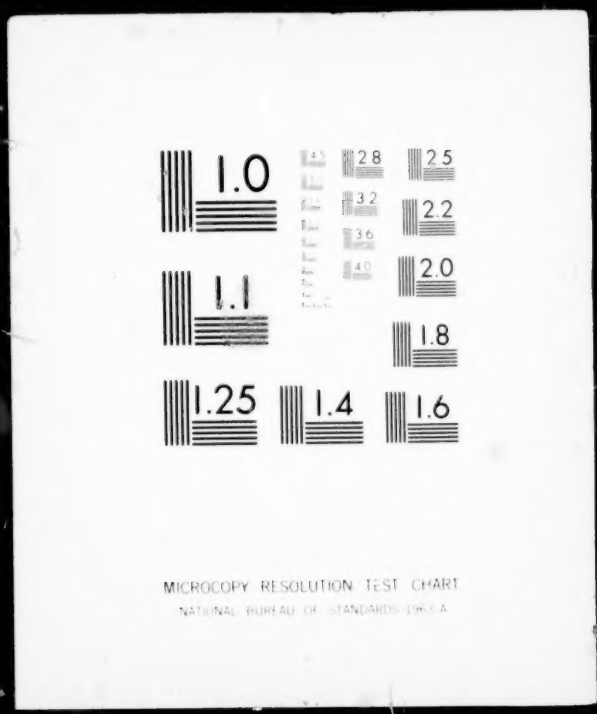

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ABSTRACT

World history is the topic of this issue of "History and the Social Sciences in Colorado." The major article, "Experiencing World History," concerns the content and processes of a world history curriculum developed and piloted by Utah State University. The object of the units is for the middle-class, teenage American to discover his identity in an imperfect society to which he would like to make a contribution. He does so through an empathetic study of the values of earlier epochs which set the model on which we now function. Four approaches to the content are used: 1) history as a process; 2) a tentative attitude towards historical circumstances; 3) an observance of dynamic tension between change and continuity in society; and 4) replacement of emphasis on chronological detail by a sense of general development of societies. Sources for teachers are listed under categories of world order, simulation, law, economics, and peace studies/international relations. Seven curriculum projects and materials for history, economics, values education, and social issues are briefly discussed and details given for further information. Three professional resources for history and the social sciences are suggested. (Author/KSM)

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HISTORY AND THE SOCIAL SCIENCES IN COLORADO

Newsletter of The Colorado Council
For The Social Studies

Edited by
Jack E. Cousins
University of Colorado

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NEWS FROM THE COLORADO COUNCIL FOR THE SOCIAL STUDIES

Spring Meeting

The Executive Board of the Colorado Council of Social Studies announced that the Annual Spring Meeting for the Council will take place on Saturday, April 28, 1973. The meeting will be held at Heritage High School in Littleton, Colorado from 9 a.m. to 4 p.m. The meeting will feature reviews of "New Social Science Program Materials" that are being used by social science teachers at the elementary and secondary levels. All social science teachers, as well as other disciplines, are invited to attend. If you are not a member of the Colorado Council of Social Studies, you are welcome to join us at this meeting on April 28, 1973.

The officers for the 1972-'73 Colorado Council of Social Studies are: Dean Duncan, President, Resource Teacher in Social Studies for Poudre R-1 School District, Fort Collins; Sister Esther Marie Goodrow, Vice President, Loretta Heights College; Lois White, Secretary, elementary teacher, Denver Public Schools; Sid Pennington, Treasurer, Denver Public Schools; and, Jack Cousins, Editor of Newsletter, University of Colorado, Boulder, Colorado.

The complete program will be in the next Newsletter of the Colorado Council of Social Studies. May we suggest that you reserve the date of April 28, 1973.

L. Dean Duncan
President, CCSS

Change in Dues Collection

In order to simplify record keeping, all members of the Colorado Council for the Social Studies will be notified that membership fees will be due on a common date. You will be receiving this notification around April 1, 1973. This will probably mean that some members will receive notification after their usual payment date. Such members should not be concerned about this -- it is a natural result of adjusting dues collection to a common date. Another important change is that national dues are to be forwarded directly to NCSS, Washington, D.C.

Coloradans Elected to NCSS Board of Directors

Miss Joan Alcorn of the Denver Public Schools and Dr. Bob L. Taylor of the University of Colorado were elected to the Board of Directors of the National Council for the Social Studies. The annual election, in which every NCSS member is given an opportunity to vote, was conducted by mail early this fall. Results were announced at the NCSS annual convention in Boston during the Thanksgiving season.

Change in NCSS Meeting Dates

The National Council for the Social Studies will meet in San Francisco during the Thanksgiving season, 1973. This will be the last time the annual convention will be held during the Thanksgiving season. The House of Delegates passed a motion to change the meeting time several years ago. Exact dates of the new meeting time have not been chosen, but indications are that since hotel accommodations are less expensive during the month of November, NCSS will probably meet early in that month.

NCSS Regional Meeting in Tulsa

The National Council for the Social Studies will hold a regional conference in Tulsa, Oklahoma on April 19-21. Organized under the the theme, "Cultural Conflict: Is Pluralism Possible?" this meeting will deal with international cultural conflicts and with cultural differences within the United States. Detailed information can be obtained from: Vincent G. Patrick, P.O. Box 45208, Education Service Center, Tulsa, Oklahoma 74145.

EXPERIENCING WORLD HISTORY

by

Douglas D. Alder and Sherman J. Lindhardt

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The following article is about the content and processes involved in a new world history curriculum. Developed at Utah State University, this curriculum has been piloted and should be published in the near future. Detailed information relative to publisher, publication dates and cost can be obtained by writing to the authors at Utah State University, Logan, Utah 83421.

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For decades American high school students have been required to learn about social studies. Increasingly, they have been asking, "Why?". And increasingly, teachers squirm. Many teachers wish that they didn't have to teach students who are in their classes by requirement. Some schools have reduced social studies requirements and in most it seems that only American history and/or problems can be justified as a requirement.

Sometime during this era of self criticism we seem to have abandoned our belief in the validity of transmitting culture in an overt manner from one generation to the other. The anthropologists' examination of many cultures reveals that the process of culture transmission is at the very heart of a society.

The course materials developed in the Utah State University World History Curriculum Project and described below, though rejecting indoctrination, are, nonetheless, openly designed as a socializing experience. The Project does not apologize for its overt intention to be a culture transmitter. It moves from the basic assumption that most of the students' culture emerged from times and places

other than the last three centuries in America. So this course willingly devotes its effort to a spot in the curriculum that many schools are neglecting. This curriculum is based on experiences in many classrooms which testify that today's students can become genuinely excited about something besides America -- in fact, they will know America better by studying the cultures of which America is mainly a reflection.

The mainstream, middle-class young people for whom these materials are intended are immersed in a materialistic culture and an ever increasingly secular one. Theirs has been a secure life -- physically. Contrary to expectations of two or three dacades ago, many of this group are rapidly becoming alienated. For many, the middle class dream is not motivating, though there are yet among them large numbers of thoroughly socialized young people. Increasingly there is a cynicism or a sarcastic attitude about "working the system" of the school -- a rather resigned willingness to go along with the ritual of earning the grade without personal commitment or real internalization. It is with this problem that we wish to wrestle.

We feel that many such young people do not really get "turned on," as the parlance is nowadays, with their social studies course. If they arrive at university campuses, they quite flauntingly claim that they never had to work in high school. It is with this cavalier attitude, this lack of commitment or concern, this willingness to go along with the system and jump through the hoops, that we are concerned.

During the recent decades, middle-class membership has opened up to the majority of Americans. But the generation of youth we are now teaching in high school was born into the middle class, and they hardly ever question that they will naturally inherit that status. They tend to look at this near curb-and-gutter-lawned-front-ranch-style-house living with a more critical eye than their elders who worked to achieve it. To some it becomes stultifying. To others it is assumed. For a generation of young people who grow up reading about or viewing the western saga in their schools, churches, and entertainment, they see no new opportunities to create such obvious physical achievements. It appears as though there are very few businesses to be founded, or schools to be built, or cities to be laid out, or soil to be turned. Life is withheld at least a full decade longer from admission into the adult society than is common among traditional tribes, or was among even our own society fifty to a hundred years ago. In many ways the school functions to keep people off the labor market until graduation from college.

The typical textbook images of an explorer, or a crusader, or a self-made man seem starkly incongruous when compared with the lives students will likely live. Instead of becoming rugged adventurers, these students will more likely become organization men. They may feel that there is no room for individuality as a civil servant or as an IBM employee. It is not difficult for young people to develop anxieties about whether there is even going to be a place for them in this society -- whether there are going to be meaningful jobs -- whether there's anything to be done, or whether the sanctions and obstacles for admission won't continue to escalate.

In the motivating values of people in this group there is a desire to carve out "a place in the sun" for themselves. This place they desire is one in which they can make a meaningful contribution to society. Admittedly, those who become alienated from the process attack the idea of contribution with utmost criticism, which seems to verify that this idea is so essential. In the motivations of young middle class Americans who do not become alienated, or who can be reached before becoming cynical, we feel there is a drive to contribute to the society and naturally to enjoy the ego satisfaction and status of that contribution. It is our faith that this desire is basic and widespread among these middle-class youth.

The history these young people need to learn is a history which portrays the emergence of ours as an imperfect society. It is a society with unfinished business. Our society has filled the entire continent and occupied most of the land. It has achieved the tangible goals of last century's American dream, but that dream has in itself created an imperfect society, with a series of new challenges, and a new, unfolding frontier that calls for contributions even greater than those of the past. We expect these young people to discover that this present society has emerged from an inheritance of continued problems, most of which have been only partically solved, and that their society is not unique in this regard.

At a time when our nation is searching for a quality of life and a redefinition of purpose, it is essential that we not cut ourselves adrift from our major source of identity -- our history. "Who Am I?" is an intriguing question. One can address it from many angles -- theological, sociological, and certainly historical. It is our aim in this course that young people will acquire an intimate identification in world history. They will see themselves through a lengthy acquaintance with Ulysses. Similarly with St. Francis or Robespierre, with Napoleon or Copernicus, and yet these problems must relate to the present.

This then is the object of our units. The middle-class, teenage American will discover his identity in an imperfect society to which he would like to make a contribution. He will do so through an empathetic study of the values of earlier epochs which set the model on which we now function.

We have tried to design some experiences which will increase the motivation. If the motivation can be stimulated, then the more traditional forms of learning, such as reading and listening, may have greater impact and, hence, greater internalization in the student. We feel, for example, that a visit to a monastery, or the use of some selected Hollywood films, or the involvement in Greek drama, or the valuable interaction of simulations call upon the student's experimental psyche to interact with the stimulus in a way that is very close to what occurred at the actual historical time. After these experiences have occurred, students can then begin, with guidance, to use critical analysis to test their own experiences. After they experience something, they can then to on to the things they have not experienced. For example: In the unit titled Revolution, the students are given the opportunity to experience intense personal frustration. One of several options the teacher has is to announce that the school board or state office has decided not to allow credit for this "experimental course." The students then brainstorm possible avenues of redress. Pilot classes have run the gamut from a mild "ho-hum, back to work" attitude to demanding that the class march on the administration offices immediately. From this direct experience the students

are able to describe their feelings, and then create a model of revolutions that describes levels of frustration and polarization that could eventually result, if unresolved, in toppling a system. Included in the materials is a list of alternatives to revolution that can reverse or arrest the trend. In each lesson the teacher is provided with a detailed outline of strategy, sample questions, and debriefing forms, along with a lesson test and key. There is also a unit test and key provided at the end of each unit.

Inquiry learning functions best within well-chosen structuring. The structuring is to encourage the inquiry process rather than to guarantee that specific conclusions will be reached. So experience, inquiry, and structure are the pedagogical keynotes we suggest. An example of this would be film debriefing exercises. In the Greek Unit we have used the Hollywood film version of Ulysses. Since teachers often require only limited responses from students in post-viewing activities, we developed a procedure whereby a more extensive and more useful debriefing exercise can be held. We devised a three-column, film-debriefing sheet. The first column lists in numbered sequence events in a given film. This is the descriptive recall level of thinking and is provided by the teacher. This automatically forces the student to the next higher level -- that of inference, i.e. drawing a logical conclusion or deduction. This is the second or middle column. The third column is labelled "values," and the students are then required to extract values from their inferences. This structures their inquiry in such a way that they actually visualize the levels of thinking from simple recall data to the highest level, that of abstraction, as they extract values. For instance, in the opening scene of Ulysses, Penelope sees a cloud in the sky which she takes to be an omen. From this datum an inference would probably be that Penelope is superstitious. Value categories that could be examined here might be faith, religion, prophecy, mysticism, etc., all of which provide opportunities for rather high level, affective and cognitive domain operations.

Concerning the content of world history, we have taken four major approaches.

(1) We have tried to stress history as process. We are concerned with something we call the historical moment. This is an attempt to understand history in the eyes of those who experienced it; to realize that the hindsight we now have distorts our understanding of the history; that those who then were acting were placed before options which they would weigh, for which they could seek precedents, but upon which they had to act without the certainty of perfect prediction. The action or inaction which they caused then brought upon them a series of consequences which began to control them. If the student can come to experience this concept of the historical moment, he will then see that for the participants of history things were not as simple as hindsight would now suggest. Even though we make great generalizations from history and can measure and predict from the many social sciences, the students can see why our decisions, both individually and as a society, are necessarily based on insufficient evidence and are, therefore, imperfect decisions. These decisions must nonetheless be made, and they will bring about controlling influences which will be imperfect.

(2) In addition to being concerned about history as process we are also concerned with the need for students to approach most historical circumstances with a tentative attitude. Though there is room for conviction, for crusade, even

for absolutes, there is also a complexity in society which demands a tentativeness. An example of this would be the use that is made of the film or story of Becket and his relations with Henry II. This is in the Unit titled Nation-State. Both Becket and Henry provide several examples of men in high positions who are faced with very divergent alternatives that require choices. Once the decisions are made, they become slaves to their verdict. There is no turning back once they have acknowledged their commitment.

(3) Another major principle of history which we hope students will come to use is that history is not all change, but that the bulk of history is actually continuity and, therefore, general predictions are possible. Though change is the most easy to observe, the continuous factors must not be overlooked. The dynamic tension between change and continuity is at the basis of society. One of the ways in which the students experience the dynamics of continuity is in the Medieval Unit. The students see the Medieval Church filling several of the roles in society that today we view as political or social, or, in the case of feudalism, as economic. They see the sacraments of the church as providing the rites of passage in the society, and they actually feel the influence of the Medieval Church in the Simulated Cathedral Lesson. A direct experience with twentieth century monks shows students that all has not changed.

(4) We intend in large measure to avoid much chronological detail. However, we do hope the students will come to sense a general development of societies from the predatory-pastoral stage, through the long stage of agricultural society (long only because that is when the written records began), and on into the very brief industrial and possibly, post-industrial stages.

SOURCES FOR TFACHERS

World Order

The World Law Fund, 11 West 42nd Street, New York, N.Y. 10036 published Ways and Means of Teaching About World Order. Miss Betty Reardon, Director of the School Program of the World Law Fund would welcome correspondence from teachers who wish to receive their newsletter. This is an excellent source of teaching materials and strategies.

Simulation

Simulation and Games is an international journal of theory, design and research dealing with simulation. For persons who are in curriculum development, supervision or coordination, this is a worthwhile publication. Write to: Sage Publications, Inc., P.O. Box 776, Beverly Hills, California 90210.

Simulation/Gaming/News is a newsletter dealing with many phases of simulation development and use. It is published five times a year, or every other month except in the summer. Articles are welcomed from teachers who are involved in simulation. All communications should be addressed to: S/G/N, Box 8899, Stanford University, Stanford, Connecticut 94305. Subscriptions are $4 for five issues, and checks should be sent with subscription requests.

The Data Book published by the Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 is an excellent resource for reviews of simulations. This publication contains much other valuable curriculum information and is a "must" for department heads and curriculum supervisors.

Law in the Curriculum

Law in American Society is the journal of the National Center for Law-Focused Curriculum. The November, 1972 issue was devoted to "The Police." In addition to excellent articles about the police, this issue also included a bibliography of curriculum materials. This journal and its suggested materials should help fill the curriculum void which has existed in the area of the legal system. Write to Law In American Society, 33 North LaSalle Street, Suite 1700, Chicago, Illinois 60602.

Economics

The Journal of Economic Education is a valuable source of articles about economic education and research dealing with the teaching of economics. Write to: Dr. George G. Dawson, The Journal of Economic Education, 1212 Avenue of the Americas, New York, N.Y. 10036. Subscriptions are $3.00 a year.

The University of Minnesota Center for Economic Education has been designated as the national center for games and simulations in the field of economics. For further information and bibliographies write to the Center, 1169 Business Administration Building, University of Minnesota, Minneapolis, Minnesota 55455.

The Association for Supervision and Curriculum Development, NEA, 1201 Sixteenth St., N.W., Washington, D.C. 20036 has available a unit "Hunters Point Redeveloped: A Sixth Grade Venture." This is a report of a sixth-grade class discussing their plan for redeveloping a depressed area in San Francisco. It shows that "non-readers" were actually readers when motivated and it illustrates conceptual learning. The price is $2.00.

Economic Education Experiences of Enterprising Teachers, Volume 8, Kazajian Foundation is now available from the Joint Council on Economic Education, 1212 Avenue of the Americas, New York, N.Y. 10036. The price is $1.75.

Peace Studies/International Relations

Center for War/Peace Studies, 218 E. 18th Street, New York, N.Y. 10003 published Intercom, a newsletter devoted to various topics dealing with war, peace and international relations. The September, 1972 issue emphasized southern Africa. In addition to teaching ideas, Intercom includes sources of materials. For further information, write the Center at the above address.

The Center for Teaching International Relations, University of Denver, University of Denver, University Park, Denver, Colorado 80210 is now publishing Global Dimensions. The first issue focused on "International Dimensions to Racial and Ethnic Problems" and included many teaching ideas and materials for classroom use. Yearly subscriptions to Global Dimensions is $1.50 per year. This fee will also provide subscribers with the CTIR Newsletter and other releases from the Center.

Teaching About War and Its Control, A Selected Annotated Bibliography for the Social Studies Teacher, and Data on the Human Crisis: A Handbook for Inquiry, both edited by William A. Nesbitt are available from: The University of the State of New York, The State Education Department, Center for International Programs and Comparative Studies, Albany, New York 12224.

Man Between War and Peace, a course outline written in 1971 by Rita Bornstein for Dade County Public Schools, Miami, Florida. Written for grades 10-12, this outline is available from Social Studies/Social Science Education ERIC Center, 855 Broadway, Boulder, Colorado 80302.

American Protest Songs of War and Peace, a bibliography, is available from the Center for the Study of Armament and Disarmament, California State College, Los Angeles, California 90032.

Teaching About Spaceship Earth: A Role-Playing Experience for the middle grades is available from The Center for War/Peace Studies, 218 East 18th Street, New York, N.Y. 10003.

Indian Teaching Materials, a listing of over 600 motion pictures, filmstrips and audio tapes available on loan, rental or purchase has been compiled as a resource reference for teachers of Indian subjects. Copies of the listing may be purchased from the Bookstore, California State University, Humboldt, Arcata, California 95521 for $1.50.

CURRICULUM PROJECTS AND MATERIALS

ECON 12, under the direction of Suzanne Wiggins Helburn, is now being published under the title of Economics and Society. The teacher kit is now available and the entire curriculum will be available about late 1973. This should be a most welcome addition to high school curriculum. For detailed information, contact your Addison Wesley representative for this region.

American Political Behavior by Howard Mehlinger and John Patrick is now available. These materials have been field tested in a wide variety of classrooms and have been found to be very valuable from grades 9 through 12. Extensive use is made of case studies. American Political Behavior is premised on the idea that teachers can conduct an inquiry oriented classroom. Contact the Ginn representative for this area for further information and examination copies of these materials.

From Subject to Citizen, an inquiry based U.S. History curriculum is now being published by Denoyer-Geppert. These materials make extensive use of simulation and role playing situations. At the present time, teachers in Westminster, Boulder, and Fort Collins are using these materials. If teachers wish to see the materials being used in the classroom, contact James D. Bell, Westminster; Phil Cohen, Boulder; and, Dean Duncan, Fort Collins. Thomas Fitzgerald, Temple Buell College, has done extensive teacher-training with these materials and is an excellent person to contact about them.

Values and Decisions is a new American Education Publication series of unit booklets. Each unit book studies a vital decision in U.S. History. For example, "Confrontation: The Cuban Missile Crisis" and "Intervention: The Vietnam

Buildup" deal with recent episodes in our history. Order from AEP, Education Center, Columbus, Ohio 43216.

Society in Crisis is a series of five filmstrips accompanied by records and teachers guides. These may be purchased for $35 (for the series) and are available on a 30-day preview basis. Order from Gerald L. Thorpe, Indiana University of Pennsylvania, Indiana, Pennsylvania 15701.

Patterns in Human History, developed by the Anthropology Curriculum Study Project is now available. This curriculum package designed for a one-semester course includes these units: "Studying Societies," "Origins of Humanness," "The Emergence of Complex Societies," and "Modernization of Traditional Societies." The Macmillan Company is the publisher.

Pollution, Population, and Drugs are looseleaf volumes in the Social Issues Resource Series. Each volume contains sixty reprints from such journals as Time, Saturday Review, The National Observer. These volumes should serve as excellent resources in developing many dimensions of the problems under study. Each volume sells for $30. Write to Exotech Systems, 525 School Street, N.W., Washington, D.C. 20024.

PROFESSIONAL RESOURCES

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Michigan's Department of Education has reviewed a number of elementary texts to determine if they reflect contributions of minority groups in our society. Early Elementary-Level Social Studies Textbooks: A Report in Regard to Their Treatment of Minorities contains criteria which should be helpful to teachers and administrators in selecting textbooks and other classroom resources.

Social Science Education Consortium's Newsletter is available upon request. This is an excellent resource for the teacher. Write to: SSEC, 855 Broadway, Boulder, Colorado 80302.

Clearinghouse for Social Studies/Social Science Education publishes a vast number of professional papers. Recent publications deal with such topics as: "Historical Parallels for the Sixties and Seventies: Primary Sources and Core Curriculum Revisited" by Hazel Hertzberg; "Environmental-Ecological Education: A Bibliography of Fiction, Nonfiction, and Textbooks for Elementary and Secondary Schools"; "Consumer Education: Questions and Resources"; "18, 19, 20: Will They Vote?"; and, "Teaching International Relations". This ERIC Clearinghouse is national, but since it is located in Colorado, it is very convenient and is well worth an in-service day. Contact the ERIC Center, 855 Broadway, Boulder, Colorado 80302.